



NC Pre-K Program Guidance – COVID-19 Crisis: Providing Remote NC Pre-K Learning Opportunities for Children

April 22, 2020

NC Pre-K Contracting Agencies should ensure that this guidance is shared with all NC Pre-K programs and NC Pre-K teaching staff.

NC Pre-K Remote Learning Survey

- Thank you for all you are doing to help NC Pre-K children continue to benefit from enriched learning opportunities for the rest of this program year.
- On April 17th, the NC Division of Child Development and Early Education (DCDEE) sent out a survey to NC Pre-K Contracting Agencies and NC Pre-K providers to learn about your remote learning strategies, technology capabilities, and challenges.
 - [NC Pre-K Contracting Agency Survey - Communication and Remote Learning During COVID-19 Emergency](#)
 - [NC Pre-K Site Administrator Survey - Communication and Remote Learning During COVID-19 Emergency](#)
- We will use this data to share updates with policymakers and develop additional guidance, tools and resources for you to use to support remote learning for children and engagement with families.

Expectations for Learning and Engagement for all NC Pre-K Programs – Open and Closed Physically

- In order to ensure North Carolina's most at-risk children are ready, all NC Pre-K programs, **whether they are open or closed**, are expected to provide remote or in-person (if applicable and serving essential workers) learning services to NC Pre-K children who are not attending or unable to attend.
- ***NC Pre-K lead teachers and teacher assistants should:***
 - Work with their site administrator to establish a procedure for communicating with each NC Pre-K child and family in your classroom. Minimum expectations for engaging with children and families are:
 - Engage in real-time (phone, Zoom meeting, Facetime, etc) with each child and their parent/primary caregiver at least two times per week.

Note: Refer to the [NC DPI Remote Learning Resources](#) page for guidance on protecting student safety and privacy while using audio/video conferencing.

- Provide updates and new resources through email or other form of communication to each parent/primary caregiver at least once weekly.
- Complete the weekly work plan that includes information on communication with children, families and professional development.
 - These work plans should be submitted to your site administrator by at the end of each work week. The required form can be found [here](#).
- **NC Pre-K Site Administrators should:**
 - Establish procedures for ensuring that teachers can communicate with children and families in real-time and through email or other communication channels.
 - Support teachers in developing and sharing weekly work plans.
 - These work plans should be shared with the NC Pre-K Contracting Agency at at the end of each week.
- **NC Pre-K Contracting Agencies should:**
 - Establish a procedure for ensuring that guidance from DCDEE is shared with NC Pre-K site administrators and NC Pre-K teachers and teacher assistants.
 - Establish a procedure for weekly submission of work plans between the NC Pre-K providers and Contracting Agency staff.
 - Establish a procedure for documenting/tracking the number of NC Pre-K children who have received remote learning services and the number of families that have been non-responsive to contact. This information will be part of the data you will be submitting to DCDEE.

5 Tips for Making the Most of Remote Learning

1. **Visit the [NCDPI Office of Early Learning Resources](#) page** for digital learning resources, [weekly remote learning activities](#), and homeschooling tips for families.
2. **Meet families where they are when selecting the best strategies for communicating with them.**
 - Not all families may have access to the internet, so consider alternative forms of communication if needed, such as phone calls, mailing letters or information, or setting up places where you can drop off information for pick up.
 - Consider families' language abilities, both orally and written. What materials need to be translated into another language? Are there some families may have challenges reading the materials and if so, how can you best communicate with them and meet their needs?
3. **Set up dedicated times each week to communicate with families.**
 - Set up regular times when teachers can check in with each of their families, as well as regular times when both teachers and administrators are available and can be reached if families have questions or need support.
4. **Help families establish daily and weekly routines for their children.**
 - Offer tips to families on how to set up dedicated reading, activity, lunch and outdoor times to help provide consistency for children while they are at-home.
 - Let families know that young children may only be able to stay focused on a particular activity for 20-30 minutes, and it is ok if their child needs to take a break and come back to that activity later in the day or week.
5. **Promote daily reading and help families reinforce and extend the remote learning you are providing to children.** (Additional resources may be found [here](#))
 - Encourage all families to read to their children every day for at least 20 minutes.
 - Share activities that families can do at home with their children to extend the remote learning activities you are providing, including a list of questions that families can ask their children to promote language use and critical thinking.
 - If possible, help families get books or other materials they can use with their children. Some families that may not many books or materials at home.
 - Share free options for families to download electronic books on their phones or electronic devices.
 - For families who may have challenges with reading, help identify options online where children's books are being read aloud.

The list was curated from a range of national and state resources analyzed by early childhood experts at Child Trends